

**Texas Education Agency  
Standard Application System (SAS)**

2018-2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1				
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			<b>FOR TEA USE ONLY</b> Write NOGA ID Place date stamp here  RECEIVED TEXAS EDUCATION AGENCY MAY 11 2018 11:15 AM DOCUMENT CONTROL CENTER
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019			
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018			
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>			
<b><u>Schedule #1—General Information</u></b>				
<b>Part 1: Applicant Information</b>				
<b>Organization name</b>		<b>County-District #</b>	<b>Amendment #</b>	
Early Independent School District		025-909		
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>		
75-1327639	15	098774904		
<b>Mailing address</b>		<b>City</b>	<b>State</b>	<b>ZIP Code</b>
PO Box 3315		Early	TX	76802
<b>Primary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Hibbert	W	Beck	Superintendent	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
325-646-7934	<a href="mailto:Wes.beck@earlyisd.net">Wes.beck@earlyisd.net</a>		325-646-9328	
<b>Secondary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Reca		Godfrey	Chief Academic Officer	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
325-646-7934	<a href="mailto:Reca.godfrey@earlyisd.net">Reca.godfrey@earlyisd.net</a>		325-646-9328	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Hibbert	W	Beck	Superintendent
Telephone #	Email address		FAX #
325-646-7934	<u>Wes.beck@earlyisd.net</u>		325-646-9328
Signature (blue ink preferred)		Date signed	

Date signed

Only the legally responsible party may sign this application.

*Only the legally responsible party may sign this application.*

701-18-111-009

**Schedule #1—General Information**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 07/01

End date (MM/DD): 06/30

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

**However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.**

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <a href="#">Lobbying Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <a href="#">No Child Left Behind Act of 2001 Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	025-909	Hibbert W. Beck	325-646-7934	N/A
	Early Independent School District		Wes.beck@earlyisd.net	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 025-909			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				<b>N/A</b>

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	<a href="#">Indirect cost</a> ( %):		\$	\$	\$	\$
9.	Total costs:		\$N/A	\$N/A	\$N/A	\$N/A

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.	N/A		
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Description of the program:**

Early ISD proposes to implement student programming that features a combination of academic assistance and enrichment activities, with an emphasis on college and career readiness. EISD ACE will continue to be a "No Worksheet Zone". We will continue to follow a hands-on and project-based learning model. It has been said, "The more of the same activities produce more of the same results". If we wish to see our students excel and leave behind their at-risk labels, we must provide them with a variety of learning opportunities that are aligned to those offered during the regular school day. The Campus Site Coordinators will collaborate with school day administrators, teachers and staff to ensure compatibility and alignment with school day instructional goals. The instructional methods in the ACE program are different in an effort to supplement, rather than supplant, existing school instruction.

The Early ISD ACE program intends to build on existing resources and processes to provide innovative and high quality expanded learning opportunities at all sites. The ACE program will target **360** of the highest risk students based on the factors of: academic performance, attendance, social emotional needs and health and wellness. Although schedules will vary dependent on the specific needs of the students, each site will provide at least 3 hours per day of expanded learning opportunities Monday through Friday. Morning academic support and tutoring will also be offered at each site Monday through Friday. Before/after school sessions will be at least 45 minutes long, but no longer than 1.5 hours. A six week summer program will be provided Monday through Thursday for a minimum of 4 hours per day. Transportation services will be provided for those students in need. Early ISD Tx21st CCLC Cycle 10 program activities will be based on the needs of the campus and in conjunction with Tx21st CCLC Four-Component Activity Guide. Activities will be supplemented to expand services from the regular school day curriculum and will not be replicated or supplanted. The program will be offered at no charge to students within the Early ISD district.

**New and Expanded Services:****Academics: Objective: Increase all targeted sites STAAR scores in Reading and Math by 15%**

Early ISD ACE program will implement additional academic and social support mechanisms to keep students motivated to pursue the challenging curriculum of the regular school day. Those services include but are not limited to: evidence based strategic tutoring (small group and one-on-one) to help students meet state and local student academic achievement standards in core subjects such as math, reading, science and social studies. Others will include homework help and project based learning initiatives in each core subject area. All activities will be aligned to the TEKS, whenever possible. With appropriate scaffolds, the program will stimulate high academic achievement among our at risk populations (low-income, Special Needs, Hispanic and African American)

**Enrichment Objective: 1. Decrease student disciplinary incidences by 15%. 2. Maintain a 95% or higher student attendance rate.**

Enrichment activities will be designed to expose students to different fields of interest and a wide variety of disciplines, topics, occupations, hobbies, persons, places, and events that would not ordinarily be covered in the regular curriculum. Activities will consist of materials and methods designed to promote the development of thinking and feeling processes, creative thinking, problem solving, learning how to learn, and advanced reference and communication skills.

**Family Engagement: Objective: Increase parent involvement by 20% based on current Tx21st CCLC data.**

Early ISD ACE program will partner with collaborative agencies and provide parent support programs such as family physical health and nutrition, parent enrichment seminars, family counseling services, parenting training, and family bonding activities. Family literacy programs and parent education workshops will also offered year-round from the Family Services Center.

**College and Career: Objective: Help all participating students focus on academic, personal/social and career development so they can achieve success in school and are prepared to lead fulfilling lives as responsible members of society.** Early ISD ACE program will create an "Aspiring College and Career" and Junior Achievers program with multiple opportunities for students to develop entrepreneurial skills and job shadow various fields of interest.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 025-909			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$561,175	\$38,156	\$599,331
Schedule #8	Professional and Contracted Services (6200)	6200	\$31,000	\$17,500	\$48,500
Schedule #9	Supplies and Materials (6300)	6300	\$58,079	\$500	\$58,579
Schedule #10	Other Operating Costs (6400)	6400	\$17,000	\$	\$17,000
Schedule #11	Capital Outlay (6600)	6600	\$5,000	\$	\$5,000
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$672,254	\$56,156	\$728,410
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$672,254</b>	<b>\$56,156</b>	<b>\$728,410</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$728,410
Percentage limit on administrative costs established for the program (5%):					
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 025-909		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>			
1 Teacher	0	0	\$
2 Educational aide	0	0	\$
3 Tutor	6	0	\$47,250
<b>Program Management and Administration</b>			
4 Project director (required)	1		\$51,500
5 Site coordinator (required)	3		\$141,000
6 Family engagement specialist (required)	1		\$25,000
7 Secretary/administrative assistant			\$
8 Data entry clerk			\$
9 Grant accountant/bookkeeper	1		\$30,525
10 Evaluator/evaluation specialist			\$
<b>Auxiliary</b>			
11 Counselor			\$
12 Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
<b>Other Employee Positions</b>			
19 Bus Drivers			\$11,000
52 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$306,275
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
23 6112 Substitute pay			\$
24 6119 Professional staff extra-duty pay (9)			\$141,750
25 6121 Support staff extra-duty pay (Aides – 6)			\$63,000
26 6140 Employee benefits			\$88,306
27	Subtotal substitute, extra-duty, benefits costs		\$293,056
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$599,331</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 025-909		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$6,000
	Rental of office at Central Office	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$6,000</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator (\$3,000 per campus)	\$9,000
2	Enrichment Camps and/or classes (contract professionals in area of expertise)	\$10,000
3	Audit Fees	\$2,500
4	Janitorial Fees	\$6,000
5	Fiscal Agent Fees	\$15,000
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$42,500</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$48,500</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 025-909

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$58,579
Grand total:		\$58,579

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 025-909		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$12,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$5,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$17,000
Remaining 6400—Other operating costs that do not require specific approval:		\$
<b>Grand total:</b>		<b>\$17,000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 025-909			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2	Electronic tablet carts with wireless access points (20 per cart) are needed for each of the 3 participating campuses so students can engage in academic and enrichment activities while participating in Early ACE Program activities	1	\$5,000	\$5,000
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$5,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Master's degree in education or related field. 3 years experience in educational and/or social setting with supervisory experience; experience in budget management, data reporting; demonstrated competence in nprogram development, implementation, and evaluation; working knowledge of local youth service; ability to communicate in native language(s) of program recipients preferred. Principal's Certificate preferred.
2.	Site Coordinator(s)	Bachelor's degree in education or related field required; ability to maintain positive working relationships with public and frontline staff; strong organization and time management skills; excellent written and verbal communication skills; ability to communicate in native language(s) of program recipients preferred. 3 years teaching experience or working with youth required. Teaching Certification (any level) preferred.
3.	Family Engagement Specialist	Bachelor's in education or related field; strong communication, public relations and interpersonal skills; familiar with the community/support agencies; adaptable to the needs of the families; work flexible hours; 3 years experience working in an education, social service, or family support setting with families that have diverse cultures and economic backgrounds and effective parenting techniques; ability to communicate in native language(s) of program recipients preferred.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	<b>Academics:</b> Improve student grades by at least one point in a core subject area.	1. Identify students in need of academic assistance	08/01/2018	04/29/2019
		2. Recruit qualified teachers	08/01/2018	04/29/2019
		3. Students attend academic classes daily	09/04/2018	05/10/2019
		4. Students take pre- and post-assessments	09/04/2018	05/10/2019
		5. Data is gathered and analyzed by SC/PD	10/01/2018	06/03/2019
2.	<b>Attendance:</b> Improve student school day attendance by a percentage point.	1. Identify students who struggle with attendance	08/01/2018	04/29/2019
		2. Enroll students in high-interest afterschool classes	09/04/2018	04/29/2019
		3. Students attend classes daily	09/04/2018	05/10/2019
		4. Student school day attendance data is gathered	09/04/2018	06/03/2019
		5. Attendance data is analyzed by SC/PD	10/01/2018	06/03/2019
3.	<b>Behavior:</b> Number of referrals will decrease by at least five percent (5%)	1. Identify students in need of behavior improvement	08/01/2018	04/29/2019
		2. Train instructors in behavior management	08/20/2018	04/29/2019
		3. Enroll students in high-interest afterschool classes	09/04/2018	05/10/2019
		4. Students attend classes daily	09/04/2018	05/10/2019
		5. Data is gathered and analyzed by SC/PD	10/01/2018	06/03/2019
4.	<b>Promotion:</b> 95% of student participants will promote to the next grade level.	1. Identify and enroll students on RtI Tiers 2 and 3	08/01/2018	04/29/2019
		2. Enroll students in high-interest afterschool classes	09/04/2018	04/29/2019
		3. Students attend classes daily	09/04/2018	05/10/2019
		4. SC monitors student progress in school day classes	09/04/2018	05/10/2019
		5. Year-end data is gathered and analyzed by SC/PD	04/29/2018	06/03/2019
5.	<b>Graduation:</b> 50% of program students will be exposed to C/W activities	1. Recruit instructors to lead college/workforce classes	08/01/2018	04/29/2019
		2. Determine appropriate curriculum for C/W classes	08/01/2018	04/29/2019
		3. Enroll student in high-interest C/W classes	09/04/2018	05/10/2019
		4. Students attend classes	09/04/2018	05/10/2019
		5. Data is gathered and analyzed by SC/PD	10/01/2018	06/03/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Community Overview:**

Early Independent School District (EISD) is located in rural central Texas, 84 miles from Abilene and 150 miles from Austin, Texas. Early is a small community in Brown county with a population of 2,804 of which 22.6% are Hispanic and over 9.7% live in poverty (Data.USA.io). In addition, 4.91% of population does not speak English at home and the per capita annual income is \$22,090 as compared to \$27,828 for the State of Texas (Census.gov). Also, the unemployment rate for this area is 3.3%. Approximately, 17%, of the target region's working age population do not have a high school diploma, and only 20% of the labor force has a bachelor's degree or higher. Overall, EISD and this region's demographics include high incidences of poverty, limited English proficiency, substance abuse and trafficking, crime, and low academic achievement. The community is composed of blue collar workers and over 21.4% live in rental property. The children have few, if any, resources to enhance their academic achievement in the home and that coupled with isolation of the community makes the role of EISD vital in meeting the needs of the students. Although the parents are poorly educated, they are emphatic about changing the future for their children.

A huge obstacle that many school districts in small communities face, including Early, is the lack of abundant resources not easily obtained beyond school hours. Although the student population is bigger in urban areas, our students and their families have the same dire needs, but with fewer options for participation in afterschool activities. Early has a limited amount of childcare centers, but affordability is a burden for many families who work for minimum wage. Many of our students lack the educational resources in their home to help them succeed academically. Allowing Early students to continue to participate in a school based afterschool program would give them multiple opportunities for hands-on real world experiences as opposed to sitting at home unattended and possibly getting bored and in trouble. Early presently has 18 registered sex offenders within the district and 166 in Brown County. The statistics for Early alone are 75.27% higher than the national average and Brown County statistics are currently 63.25% higher than the national average. Additionally, Early has a burglary score of 142.58, which is 42% higher than the national average, and property crime score of 269.02 which is 169% higher than the national average (homefacts.com February 2018). These statistics are alarming for a small community like Early, and a threat to children who may be forced to stay home alone during the critical hours beyond the school day.

**Statement of Need:** EISD serves 1168 students in 2 elementary schools, 1 middle school, and 1 high school. Of the total students enrolled, 72.8% are Caucasian, 21.1% are Hispanic, 1.8% are African American, 49.3% are economically disadvantaged, and 37.0% are At-Risk (TAPR Report 2016-2017). All ACE proposed schools are Title I schools and are eligible for and receive funding for school-wide programs under section 1114. A community needs assessment was completed by the school staff, parents & students, and community members in the 2018 school year. It highly supported the need for continuation of the after school and summer programs. The majority of stakeholders believe that after school programs will benefit schools and that enrichment programs and safety are highly valued in after school programs.

In addition to the needs of students, the needs of parents are of significant importance. Many parents of students who attend the proposed Early ISD ACE campuses have minimal educational backgrounds and often lack the knowledge and skills needed to assist their students with homework or parenting their children. In surveys conducted by the Family Engagement Specialist in the previous Cycle 8 grant, a consistent request of parents was for parenting resources and workshops. The parents of the proposed campuses care deeply for their children, and this is evident through the efforts to which they will go to better themselves in their parenting skills.

**Resources available in the community:** The community of Early has many resources available to its citizens. There are parks, sports fields, school sports facilities, and a skating rink. Businesses that have voiced their support of the program are Cullen's Hometown Market, United Supermarket, City of Brownwood Parks and Recreation, Lehnis Railroad Museum, CMS Healthcare, and Brownwood Public Library to name a few.

**Student Identification:** Students will be identified to participate in the program based on their academic need, initially focusing on students who are on Response to Intervention (Rti) Tiers II and III, and later expanding to other at-risk criteria such as high occurrences of disciplinary actions, high frequency of absences, teacher referrals, or poor academic performance on report cards and/or STAAR testing.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☐ This applicant is part of a planned partnership.☒ This applicant is unable to partner.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Improve academic performance:

The Early ISD ACE Program proposes to improve academic performance using the following measures:

- Pre and post testing
- Objective remediation to address specific identified needs
- Differentiated instructions with focused academic development
- Response to Intervention model implementation
- School-day and after-school day classroom/TEKS aligned interventions
- Implement high quality-researched based curriculum to support core subjects
- Data driven evaluation of program to support continuous improvement
- Campus level collaboration with teachers and principals to address ACE alignment with school day curriculum and student needs

Improve attendance: The Early ISD ACE Program Family Engagement Specialist proposes to conduct parent meetings to connect with parents and understand their goals for themselves and for their children. Site coordinators will survey students to determine enrichment classes of their choice, develop interactive teaching and learning strategies and create an ACE program that students want to attend by making students and parents active participants in planning and success. The evaluation of attendance data will continue weekly and changes to programming made as needed.

Behavior: The Early ISD ACE Program proposes to target students exhibiting behaviors that may lead to DAEP referral and offer intervention by allowing students to work with community partners as after-school mentors, provide social skills training, programs and services that will build character and leadership skills, implement bullying preventions programs and offer parenting classes to improve behavior at home and at school.

Improve Promotion Rates: The Early ISD ACE Program proposes to work with school-day staff to identify students who are at risk of academic failure, expand relevancy related activities, target TEKS aligned after school interventions, disaggregate data to identify students' specific learning needs and support in those needs through interventions. We also propose to work with community partners to increase college and career readiness at all grade levels and provide educational opportunities for parents of ACE students.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Early ISD has received multiple federal, state and private grants, which have been administered in full compliance and regularity.

The ACE project will be managed with the same integrity and designed to complement and enhance the academic performance, achievement and positive youth development of the students. Plans for each center will be developed with a specific framework that establishes a foundation for effective implementation and high quality programs for the attainment of ACE grant objectives. The project staff is experienced and holds high standards for fiscal integrity and effective grant management.

Professional staff expertise, curriculum and program resources from the Texas Education Agency will be combined for or coordinated with the proposed program as appropriate to make the most effective use of public resources and avoid duplication. District staff and ACE staff will assemble professional staff expertise, curriculum and program resources to meet the needs of all students. The Early ISD ACE Program will utilize and coordinate its vast network and current community partners, grant funded projects and other programs to maximize utilization of State, Federal and community resources.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Early ISD ACE Program intends to build on existing resources and processes to provide innovative and high quality expanded learning opportunities at all three proposed campus sites. The ACE Program will be overseen by the district Project Director who will support the campus Site Coordinators, ensuring all data and program outcomes are provided to enable flexible and needs based programs. The Project Director will also act as the liaison with key stakeholders and partners. The ACE Program will target **360** of the highest risk students by prioritizing students based on the factors of: academic performance, attendance, social/emotional needs and health and wellness. This data will be provided to the campus Site Coordinators and campus leaders based on the number and severity of risk factors indicated for a given student. Students will be assigned a priority level and effort will be made to register all highest priority students prior to opening up registration to other students. Although exact schedules will vary dependent on the specific needs of the students, each site will provide at least 3 hours per day of expanded learning opportunities Monday through Friday. Based on needs expressed in the student and parent surveys, all centers will continue to offer morning support and tutoring Monday through Friday and afterschool academic support and tutoring Monday through Friday. A six week summer program will be provided Monday through Thursday for four hours per day. Academic support and enrichment will be provided for homework assistance, learning strategies, community based and project learning as well as small group TEKS targeted tutoring. Certified teachers will oversee and implement this portion of the program with the assistance of the campus Site Coordinators to ensure activities are not only aligned with school day goals and objectives but are innovative and engaging. Enrichment programs offered by community partners and district staff will be based on student and family needs. These programs will have the overarching goal of providing students creative ways to **express themselves** (i.e.: art, dance, technology, music) and to **improve themselves** (i.e.: karate, cooking, sewing, Spanish). Parents and/or family members will be invited to participate in activities chosen by their children during this segment. Healthy lifestyles will be a focus to improve the overall health and wellbeing of participants and their families. A Triple Aim or Triple Play approach will be implemented with activities such as Go Noodle during sign in followed by a healthy snack. The Texas Farm to School Network program will be utilized by the ACE Program providing students access to gardening activities and visits to local farms and community gardens. In addition, nutrition education, prevention education, mindfulness and fitness activities will address Mind, Body and Soul, Character, Leadership and College and Workforce Readiness programs will focus on contributing to the community, developing meaningful and collaborative relationships, as well as career development, career options and entrepreneurship activities.

Each Site Coordinator will work collaboratively with campus and district leadership as well as with the Family Engagement Specialist to ensure the families are engaged and integrated into the learning process. The goals of the ACE Program will be to provide opportunities and activities to all the families of the student participants that will **Inform** (make them aware of their child's learning expectations and needs), **Educate** (provide support necessary to improve not only parenting skills but themselves), **Engage** (increase capacity for active involvement in their child's education and their community), and **Teach Advocacy Skills** (so they know how to make their child's and family's needs known and develop critical assets and resources). Two way communication will be encouraged between families, community partners and site staff. Information will be posted on center and district websites and sent home weekly to keep families informed and engaged. Parent events and training will be offered at each center based on family needs. Student/Family activities will be integrated into academic and enrichment programs. Collaborative events between centers will also be coordinated by the Family Engagement Specialist to provide networking and extended community learning and engagement opportunities.

Finally, community partners will participate in these programs to provide volunteer assistance, college and career readiness development, highly engaging activities, mentoring, and increased access to community resources. The Early ISD ACE Community Advisory Council will provide oversight, resource development to the program and will play a key role in sustainability of the program. Each community partner will nominate a representative from their organization to be part of the Advisory Council.

The Evaluation model will be overseen by an independent evaluator. This will allow for ongoing feedback and continuous improvement of the services offered to students. Data will be collected monthly on milestones and feedback will be provided to the Project Director and other staff as appropriate. The independent evaluator will also participate in the continuous learning activities of program staff, partners and families.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Early ISD ACE Program will utilize multiple media sources to disseminate information about the community-learning center. There is an existing Facebook page dedicated to the learning center as well as school wide Facebook pages where the information will be shared as well as campus messengers. News media releases will be shared with local radio stations and newspapers as well. General information about the program will be given on these platforms and more detailed information will be provided to those families that show interest or that are targeted.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Early ISD ACE student registration information will be included in student packets at the beginning of the school year and consist of Parent Consent Forms, parent/guardian telephone numbers, allergy information, emergency contact information and student transportation plans to assist safe student travel to and from the center and home.

Each Early ISD student in the ACE program will submit a registration form that includes the preferred method(s) of dismissal and is signed by the parent or legal guardian. Options for dismissal include parent pick up, district bus transportation, and walk/bike ride. The sites follow the preferred dismissal method of the campus for the purpose of consistency for families, which may include program-produced car tags or physical sign out procedures with photo ID. If another adult is picking up a student, written permission must first be given by the parent or guardian, either on the registration form or in writing (to be kept in that student's file), accompanied by the additional adult showing his or her photo ID upon arrival.

Families in this area depend on school transportation to and from school. In many cases, this is the family's sole source of transportation to and from school. Because of family's dependence on school district transportation, and because of the number of miles between their homes and the schools, students do not have access to activities outside the school day. As a smaller rural school district, there are limited resources and/or opportunities for students to receive additional academic enrichment.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Early ISD ACE Program will follow current school district procedures to be sure volunteers have clear criminal background checks, fingerprinting, and meet all district criteria and state guidelines to be eligible to volunteer with school age children. In addition, the Early ISD ACE Project Director and Site Coordinators will develop job descriptions for volunteer positions. Potential volunteers will go through an interview process to be sure that they are a good match and that their service assignment will provide mutual benefit to the program as well as to the volunteer. Volunteers will be required to attend orientation, will sign in and out, keep a log of hours worked and will be provided clear expectations and needed support to be successful in their placement. In addition, volunteers will be afforded the opportunity to participate in training and collaborative planning with ACE staff when appropriate.

Senior volunteers will be sought and recruited whenever possible. Recent research has documented multiple benefits of age friendly communities where seniors become a valuable resource and develop relationships with the youngest generation (Neal, DeLaTorre, 2016). Intergenerational school gardens and early literacy programs have documented health and learning benefits to the children and seniors involved. With increasing mobility and changing demographics, many young people no longer have the opportunity to have a close relationship with their extended families and grandparents. Relationships established with senior volunteers can help bridge this gap.

Early ISD ACE Program would like to create partnerships with the local churches to provide quality volunteers to serve our ACE campuses. The Early ISD ACE Program will also reach out to the Retired Teachers Association and the ACE Community Task Force to assist with recruiting quality volunteers.

Brown County also has a growing number of retired professionals from diverse fields of education, corporate, business, medicine, and manufacturing who are searching for methods to get involved. These community resources will also be contacted as potential members of the volunteer pool.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Partnerships between the grant program and the community are the key to long-term program sustainability. Early ISD ACE Program has formed numerous partnerships with the community in an effort to enhance and sustain programming through the implementation of the Community Advisory Council (CAC). Community Advisory Council members include stakeholders from the school district such as site coordinators, project director, family engagement specialist, principals, teachers, parents, and students, in addition to community partners such as local business leaders, nonprofit representatives, religious organization representatives, and community leaders. This task force will be formed at the inception of the grant program and membership is aligned with the specific communities being served by the grant. In addition to the Community Advisory Council, each campus will form a Campus Advisory Committee, comprised of the site coordinator, principal, teachers, parents, students, and community members. This campus-based committee will provide guidance and planning for the long-term sustainability of the program, with each stakeholder bringing a unique perspective to the group to ensure that all areas of the program are considered when creating the vision for sustainability.

Specific sustainability efforts fluctuate by campus needs, so it is important to reach out to the immediate community, outside of the Campus Advisory Committee or Community Advisory Council, to survey families and school staff regarding the specific needs of a sustained program on the specified campus. Some of the most successfully sustained programs have involved tremendous campus support through the volunteer efforts of the staff of the campus. We hope to initiate partnerships with local churches form a school adoption program and implement programs that include tutoring, leadership, athletics, robotics, and character education. Many of these key partnerships will result from a robust Community Advisory Council and Campus Advisory Committee. Early ISD ACE Program will use the entire grant period to establish and strengthen key partnerships within the community.

Contributions to fund sustained programming are also an important piece of our sustainability program. Through community partnerships formed through our aforementioned committees, the grant program can reap the benefits of the fundraising efforts of our local business partners, as well as the donations from those entities. Another plan that has seen success in markets that can support it is the implementation of fee-based programming. With sliding scale rates and scholarships awarded on household income, several former ACE campuses across the state have seamlessly sustained full-scale programming through this approach of generating dedicated, self-sustaining revenue.

Early ISD's ACE Sustainability Plan:

**Year 1:** Form the Community Advisory Council (CAC); assess sustainability needs of individual programs through the input from campus and community stakeholders (Campus Advisory Committee); create sustainability vision plan for the remainder of the grant through at least one year afterward; host CAC meetings at least once per quarter.

**Year 2:** Continue quarterly CAC meetings; focus on community outreach with the intention of building additional support through the efforts of key community partners; program participants will provide community outreach for advocacy and general awareness purposes; identify specific financial and programming needs for each site; convert vision plan to an operational plan.

**Year 3:** Continue quarterly CAC meetings; regularly assess the progress made toward the operational plan, tasking CAC members with specific responsibilities in an effort to secure final partnerships toward sustainability. (No grant funds will be used for fundraising.)

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Early ISD will utilize existing resources including; personnel not funded from the grant, maintenance personnel. The existing school facilities and equipment will be utilized for training teachers and partners. The grant program will coordinate multiple federal and state programs to enhance the services of the teachers, students, and parents. Technology equipment purchased through federal and state funds will be utilized to allow participants to use the computer equipment beyond the regular school schedule. In addition, professional development training obtained through this grant will be a tremendous resource that will aid in sustaining this program during and beyond the grant cycle.

Most effective use of public resources: This program will be cost-effective because of existing resources such as classrooms, computer labs, telephones, internet connections, and utilities will be utilities as in-kind. Furthermore, the proposed program is replicable to other districts that have similar student and academic demographics as the district. Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. The proposed program will be utilized to supplement not supplant any federal, state, and local funds.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.**

<b>Center 1</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Early Primary School 965 Early Blvd Early, TX 76802		<input checked="" type="checkbox"/> <u>40% or higher economically disadvantaged</u> <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> <u>K-2</u> <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	025-909-102				
	<b>Cost per student</b>	\$999.66				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	120	<b>Parent/legal guardian target (in proportion with student target):</b>		60	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						
<b>Center 2</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Early Elementary School 201 Sudderth Drive Early, TX 76802		<input type="checkbox"/> <u>40% or higher economically disadvantaged</u> <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	025-909-101				
	<b>Cost per student</b>	\$999.66				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	120	<b>Parent/legal guardian target (in proportion with student target):</b>		60	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						
<b>Center 3</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Early Middle School 700 Sunrise Drive Early, TX 76802		<input type="checkbox"/> <u>40% or higher economically disadvantaged</u> <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> <u>6-8</u> <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	025-909-041				
	<b>Cost per student</b>	\$999.66				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	120	<b>Parent/legal guardian target (in proportion with student target):</b>		60	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

<b>Center 4</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	<b>Cost per student</b>		<b>\$</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
		<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
<b>Campus name</b>							
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							
<b>Center 5</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	<b>Cost per student</b>		<b>\$</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
		<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
<b>Campus name</b>							
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							
<b>Center 6</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	<b>Cost per student</b>		<b>\$</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
		<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
<b>Campus name</b>							
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							

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Amendment # (for amendments only):

<b>Center 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>Cost per student</b>		\$			
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
<b>Campus name</b>						
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						
<b>Center 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>Cost per student</b>		\$			
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
<b>Campus name</b>						
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						
<b>Center 9</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>Cost per student</b>		\$			
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
<b>Campus name</b>						
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						

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Amendment # (for amendments only):

<b>Center 10</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>	\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		<b>Parent/legal guardian target (in proportion with student target):</b>			
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name:</b>					
	<b>9-digit campus ID number</b>					
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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Grant Management:** Early ISD, as the lead and fiscal agent, has the sole responsibility of administering and managing the Texas 21<sup>st</sup> CCLC grant. Currently managing several federally-funded educational grants, Early ISD is well adept at managing large educational programs, coordinating service delivery, and adhering to federal and state requirements while ensuring and providing high-quality programming for its participants. As such, the district has established a comprehensive management plan that includes all necessary management elements and control functions to ensure an effective and efficient program including on-going planning, financial accountability, communications, reporting, information management, human resources, resource allocation, evaluation, and continuous improvement mechanisms. These functions will ensure delivery of accessible, quality, coordinated, age-appropriate, and culturally relevant instructional services to participants. **Management Infrastructure:** Early ISD and the 3 participating campuses pledge their commitment, personnel, resources, facilities, work space, and active participation to ensure the Early ISD ACE Program is an integral part of its daily operations and administrative procedures. Through this design, Early ISD will collaborate with internal, federal, state, and local programs to maximize resources for its target population. Supervised by the Superintendent and Chief Academic Officer, the ACE Program will hire a full-time Project Director to provide the overall leadership and oversight to ensure high-quality programming is being implemented to all participants. Site Coordinators at each Center (3) will be hired to coordinate and ensure high-quality project services are being implemented effectively at each ACE Center and will regularly monitor Centers onsite to observe service delivery. Each Site Coordinator will be responsible for supervising all phases of the program at their respective campuses. A Family Engagement Specialist will be responsible for planning, coordinating, and implementing culturally relevant family programming at each site. Teachers will be hired to deliver high-quality instruction to participating students aligned to classroom instruction while para-professionals and tutors will be brought on board to provide additional coaching, guidance, and support to students and parents. **Operational Plan:** Early ISD will implement an operational plan which will include the routine input of district administrators, educators, ACE Program staff and Advisory Council members, and additional stakeholders. Routine feedback will be utilized regularly to refine, evaluate, and oversee the program activities to ensure strategies and objectives are accomplished as planned. Site Coordinators will also establish Campus Leadership Teams at their respective Centers which will include the participation of the principal, teachers, curriculum specialists, ACE staff, parents, and students. Feedback will be solicited from this team to support continuous program improvement. **Program and Fiscal Monitoring:** The ACE Project Director will establish and utilize a timeline as a guide to ensure the timely implementation of program services and achievement outcomes. The timeline, outcomes, and program data will be reviewed monthly with key Early ISD administrators and ACE staff, as well as the Advisory Council and key stakeholders quarterly, to review program strengths, deficiencies, and appropriately guide effective decision-making. When milestones are not met, the teams will develop an action plan. The Project Director will also work with Early ISD's business office to track and oversee project expenditures. This will include regular meetings with the business office to review actual expenditures against proposed costs and to implement program revisions when appropriate to maximize resources.

The Early ISD ACE Program budget will be overseen by the Chief Financial Officer, ACE Project Director and ACE Bookkeeper. Individual line item decisions will be managed by the Project Director. Funds will be concentrated to improve the overall quality of the Early ISD ACE Program experience including more individualized, hands-on, project-based instruction for the all at risk students. Funds will also be dedicated to give all ACE students experiences they may not have access to outside of the regular school day.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 025-909

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Early ISD ACE Program will use data to inform programming reflections and planning for subsequent terms and years. This data will serve as a focal point for discussion with grantee staff to address the evaluation process.

**Evaluation Process:** Early ISD ACE program intends to contract with an external evaluator with experience in TX21st CCLC programs. Early ISD afterschool community task force will also serve as the program evaluation team to include grant staff, campus/district administrators, school day teachers, parents, students, community stakeholders and external evaluator. The team will create an evaluation plan that is purposeful, systemic, and is a careful collection and analysis of information used for the purpose of documenting the effectiveness and impact of program activities and number of students served. The evaluation plan will establish accountability measures and will identify areas needing change and improvement to ensure the attainment of grant goals and objectives. Team members will collect data, as stated in the chart below, and will include information from PEIMS, TAPR, STAAR, survey feedback, attendance records, TX21st data, grades and much more. The team will meet, review and analyze data, which in turn will help determine if the program is carrying out activities and services as intended. If data does not meet expectations, the information gathered will be used to determine necessary steps to address issues. Alternatively, if results from the data correspond with the program's vision, the data will help Early ISD ACE Program see if those activities and services are helping to accomplish grant goals/objectives, and if adjustments can be made to better meet the needs of the program participants.

**Refine, Improve and Strengthen Program:** Communicating regularly with the evaluation team and other school day staff, while sharing attendance and academic performances results will help build and maintain a positive relationship with the regular school day. Evaluation team meetings will consist of program updates on areas of need, promising practices and professional development options. Weekly ACE team meetings will consist of updates and reviews on program implementation, scheduling, attendance and student voice/choice from each site.

**Reporting Findings:** Early ISD ACE Program ensures that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting. The public will be notified of findings via district website, program newsletters and the local newspaper.

**Evaluation Design:**

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Data Collections (quantitative and qualitative)	1.	TX21st goals met (# participants and activities, days/hours/weeks offered)
		2.	STAAR scores, six week grades, attendance
		3.	Completed project plans and logic models
2.	Formative/Summative process data	1.	Walk throughs (fidelity of implementation), pre/post tests (show progress)
		2.	Program schedules, evidenced based practices (lesson/unit plans)
		3.	Improved STAAR scores, grades, behavior and attendance, decreased dropout rate, increased graduation rate, increased parent involvement
3.	Surveys and focus groups (students, parents, teachers, partnerships)	1.	90% or more students/parents surveyed rate program as satisfactory – excellent.
		2.	Activities reflect parent and student voice/choice
		3.	90% or more teachers agree program helped student improve their academic performance.
4.	Site Observations/Team meetings	1.	100% student engagement is evident.
		2.	100% teachers are actively engaged with students.
		3.	Lesson plans align with TEKS.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 025-909

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 025-909

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer “flexible” opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally “hard to reach” parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 025-909

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 025-909

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 025-909

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation		
County-District Number or Vendor ID: 025-909	Amendment number (for amendments only):	
<b>Important Note:</b> All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program</u> . <b>Failure to complete this schedule will result in an applicant being disqualified.</b>		
<b>Questions</b>		
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> <li>If your answer to this question is yes you must answer question #2 below.</li> <li>If your answer to this questions is no, you do not address question #2 or the assurances below.</li> </ul>		
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> <li>If your answer to this question is yes, you must read and check the box next to each of the assurances below.</li> <li>If your answer to this question is no, you do not address the assurances below.</li> </ul>		
<b>Assurances</b>		
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.	
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.	
<input type="checkbox"/>	The applicant assures that the total grant award requested on <b>Schedule #6—Program Budget Summary</b> includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.	

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